Education Policy and College Readiness in Illinois

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THE DEGREE PRODUCTION PROBLEM
New Workforce Needs

Sources: Recovery 2020. Georgetown Center for Education and the Workforce
Illinois Board of Higher Education

Reaching the Goal

Goal of 60% x 2025

Source: Illinois Board of Higher Education
Challenges

- Disparity in degree attainment by income
- Disparity in degree attainment by high school achievement profile
- Disparity in degree attainment by Racial/Ethnic group
- Disparity in degree attainment by Region

Sources: US 2010 Census
Illinois Board of Higher Education

U.S. Bachelor’s Degrees by Income Quartile

Sources: US 2010 Census
Illinois Board of Higher Education
Degree Attainment, Illinois workforce age 25-64

- White: 47.27% (+9.5%)
- Black: 27.35% (+21.3%)
- Hispanic: 17.89% (+2.8%)
- Asian: 70.54% (+9.9%)
- Native American: 34.35% (+5.4%)

Sources: US 2010 Census, Illinois Board of Higher Education

By Region

Source: U.S. Census Bureau, 2008-12 American Community Survey 5-Year Estimates
ACT COLLEGE AND CAREER READINESS

College and Career Readiness 5-Yr Trends

Illinois

National

- English
- Reading
- Mathematics
- Science
- All 4 subjects
RELATIONSHIP OF COLLEGE READINESS TO COLLEGE OUTCOMES

Retention Rate and Class Progression by ACT English Benchmark

Retention Rate and Class Progression by ACT Math Benchmark


Distribution of IERC College Readiness Index

Retention Rate and Class Progression by IERC College Readiness Index


College Readiness Related to Bachelor’s Degree Completion

3 Tracks to College & Career Readiness

- PK-12 Preparation
- CCR
- Developmental Education
- Transition/Pathway Programs

PK – 12 PREPARATION
**Early Childhood Initiatives**

**Illinois Goals**
- 80% of all children demonstrate full readiness at K by 2021
- KIDS survey to measure kindergarten readiness implemented by 2016
- For children from high poverty families:
  - Will receive high quality early learning services
  - By 2015: 65% will have at least one year and 10% will have five years

**Recent Governor’s Office Symposium at NIU**
- College and Career Readiness begins at birth
  - Integrating birth to 3rd grade policies and practices to improve learning outcomes

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**State Changes to Ensure CCR**

**Common Core:**
- Goal is to increase content mastery and foster more critical thinking
- Fewer topics taught in more depth
- Emphasis on applying topics in real world settings
- ELA and Math
- Next Generation Science Standards adopted by IL, February 2014
State Metrics to Track CCR

New State Report Card: Illinoisreportcard.com

• Freshman on-track indicator in SY14

• 5Essentials data on school climate (student level data currently available for 87% of schools, scores on 5 essential areas available in SY14)

• Student growth (for accountability purposes)
  – Value added tables of school growth
  – Student learning objectives and growth targets

• PARCC Assessments
  – SY14 beginning PARCC assessments online
  – Aligned with Common Core

Dual Credit Quality Act of 2009

Legislated Goals:

• Reduce college costs
• Speed time to degree completion
• Improve curriculum alignment
• Facilitate transition between secondary and post-secondary enrollment
• Enhance communications between high schools and colleges
• Offer opportunities for degree attainment for underserved populations
**Dual Credit Dual Enrollment in Illinois**

**Dual Enrollment**
- Academically qualified high school students concurrently participate in college-level courses and receive college credit

**Dual Credit**
- Academically qualified high school students participate in college-level courses and receive both high school and college credit upon completion
- Dual credit courses can be taught in the high school, on the campus of a postsecondary institution, or another location, online, or through distance learning
- Dual credit standards and course content are college level
- Dual credit instructors meet community college faculty requirements

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**Community College Dual Credit Enrollments**

![Bar chart showing community college dual credit enrollments from FY00 to FY11](chart.png)

*Source: ICCB SU/SR Data*
Source: Adapted from Taylor & Lichtenberger (2013). Illinois Education Research Council

Enrollment Outcomes by the # of Semesters Dually-Enrolled via Illinois Community Colleges

<table>
<thead>
<tr>
<th></th>
<th>Four-Year Starter</th>
<th>Two-Year Starter</th>
<th>Delayed</th>
<th>Never/Not Yet Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Dual Credit</td>
<td>31.4%</td>
<td>20.6%</td>
<td>14.0%</td>
<td>34.1%</td>
</tr>
<tr>
<td>One Semester</td>
<td>33.8%</td>
<td>39.1%</td>
<td>16.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Two Semesters</td>
<td>40.6%</td>
<td>38.4%</td>
<td>13.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Three Semesters</td>
<td>43.6%</td>
<td>38.2%</td>
<td>12.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Four or More Semesters</td>
<td>47.3%</td>
<td>35.1%</td>
<td>11.0%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

Total                               | 32.1% | 22.9% | 14.1% | 30.8% |

DEVELOPMENTAL EDUCATION

Student Success in Developmental Education - 2007

<table>
<thead>
<tr>
<th></th>
<th>Illinois</th>
<th>Average in Participating States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time Entry students</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Enroll in Developmental</td>
<td>66%</td>
<td>66%</td>
</tr>
<tr>
<td>Complete Developmental</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Complete Developmental &amp; College-Level in same subject</td>
<td>19%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Source: Complete College American Progress Report (2012), ICCB.
Developmental Education Reforms -

- **Compression** – Combining 2 or more traditional dev ed courses into a semester to allow completion of dev ed requirements in a shorter period of time
  - Number of instructional hours typically unchanged

- **Linked courses** - Create learning communities by linking courses
  - Creates cohorts of students
  - Can be thematized

- **Modularization** – Breaks content into smaller pieces and tailors content to academic needs and major requirements

- **Contextualized Co-Requisite Model** – Enrolls students in remedial and college-level courses in the same subject at the same time

Source: CCRC (2013, June).

TRANSITION PROGRAMS
UIC Summer College

• Five week program designed to help ease the transition from high school to college for incoming freshman

• Students have the opportunity to attend workshops in writing, math, and science.

• There are also several seminars and events to attend
  – Seminars include discussions on financial management, Housing, Career Services, and other Campus services
  – They also include social and cultural topics

• The goal is to help alleviate the need for remediation in the first term
  – 92% of students in the math workshop received a new placement
  – 82% of students in the writing workshop received a new placement


UIS Concurrent Enrollment Model

• “1+2+1” model

• Students take 1 year of just community college, then 2 years of concurrent enrollment in the community college and UIS, and 1 year just at UIS
  – UIS courses are taken online

• Helps ease the transition between community college and 4 year universities
  – Also provides the most cost effective way to receive a Bachelor’s degree

• When the student is enrolled in both schools, they are provided services from both including:
  – Academic advising
  – Tutoring
  – Library
  – Learning centers

PATHWAYS INITIATIVES

Pathways Initiatives

• Transition to College
  – Academic, Non-Cognitive, and Transition Supports that facilitate easy college access from high school and for adult learners

• To College Success
  Process for Progression through College that supports student with necessary advisement, course availability, and define course progressions that nudge student in right direction

• To Career Success
  – Provides for seamless pipeline between education/training and credentials to enter workforce, allows for progression to increasingly higher-skilled jobs, and provides necessary supports
Examples of Pathways Initiatives in Illinois

Career Paths – Harper Community College

- Student selects 1 of 16 Career Clusters – e.g., Health Science
  - Student selects one of the Career Paths within the Cluster – e.g., Health IT
    - Health IT certificate (30 hrs)
    - Associate in Applied Science (32 additional hrs)
    - Bachelor’s degree – articulated transfer to 4-yr institutions

Guided Pathways to Success at SIUC

- 120 cr hr standard for all Bachelor’s degrees
- Early warning system for critical gateway math courses for STEM degrees
- Creating STEM cohorts for first 2-years of academic study in a STEM field
Next steps in Pathways

- Emphasis on beginning earlier with curriculum aligned to college readiness (P-20 perspective)
- Find models that work and scale up to similar contexts
- More coordination between HS and colleges
- Work on reducing time to degree (affordability big issue in IL and elsewhere)
- Research needed to determine which models most effective at producing on-time graduates, obtaining credentials and jobs, and successful re-entry to education system

Concluding Remarks

- Challenges ahead in reaching 2025 goal, particularly with college readiness
- Many innovations occurring in educational system in Illinois
  - At all levels of education system
  - New educational landscape
  - P20 approach strong in Illinois
- Coordinated system of change may be what is needed
- May be difficult to attribute effects without RCTs
- Adopt metrics to track successes
- Listen to the data!
References

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